A **career pathway** is a **series of connected education and training strategies and support services** that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment.

1. Assess what you are already doing that you should keep doing.
2. Identify what you might need to do to meet the demands of WIOA and career pathways program development.
3. Begin an action plan to fill the gaps.

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| **Partnerships and Alignment** | | | |
| **Description**   * Programs have adequate, current**,** formal partnership agreements documented through memoranda of understanding with family literacy programs, postsecondary institutions, workforce development, employers, and local, community and state agencies. The MOU includes a list of partners, roles and responsibilities, services provided, duration and how resources are shared. * Programs have a Career Pathways Advisory Group with relevant stakeholder representation to advance career pathways efforts. * Program services willalign to postsecondary and advanced job training systems as well as local workforce demands and entry-level employment without the need for remediation.   **Examples:**   * key partners and existing partnerships (roles, responsibilities and what each partner contributes); * program has representation on local workforce development council; * how are partnerships formalized and revisited; * strategies that ensure your program’s services align to next steps of the education, training and career pipeline for your students; * stakeholders that make up or should make up a local Career Pathways Advisory Group and how the group will operate; * identify how your program will address local workforce demands through career pathways. | | | |
| **Gap Analysis**  **Current Activities (to be sustained):** |  | | |
| **Planned New Activities:** |  | | |
| **Plan -** action stepsto implement planned new activities | | **Timeline** -full implementation by XX/XX/XXXX | |
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| **Individual Education and Career Goals** | | | |
| **Description**   * Each student should have an individual education and career goals plan.   **Examples of what to include:**   * short-term and long-term education and career; * individualized strategies for reaching goals and objectives (including transition services); * based on skills and abilities from various types of assessments, inventories, screenings, interests and local workforce needs; * how the student will use the plan and when it will be revisited/updated; * any necessary support services that will enhance probability of success. | | | |
| **Gap Analysis**  **Current Activities**  **(to be sustained):** |  | | |
| **Planned New Activities:** |  | | |
| **Plan** -action steps to implement planned new activities | | **Timeline** -full implementation by xx/xx/xxxx | |
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| **Career Development** | | | |
| **Description**   * Career Advising in adult education is providing assistance to students on academic, career and life/family options. * Advisors help students develop strategies and skills in exploring academic and career options, as well as develop and implement a plan for academic and career success. * The education, career and life/family plan should show evidence of ongoing advising and regular review/update with students. Students should understand how to use their plan to guide their education, career and life choices. * All programs should offer advising either through partnership, use of volunteers, or part of their staffing structure.   **Examples of what to include:**   * how advising services will be offered; * how development services will help students achieve academic and career success; * how career development services are provided based on students’ needs and local labor market demands; | | | |
| **Gap Analysis**  **Current Activities**  **(to be sustained):** |  | | |
| **Planned New Activities:** |  | | |
| **Plan -** action stepsto implement planned new activities | | | **Timeline** -full implementation by 7/01/2016 |
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| **Instruction and Curriculum** | | | |
| **Description**   * Instructional practices of the ELA program should be aligned to the AE College and Career Readiness Standards (CCRS), where applicable. * Contextualized instruction is short-term, targeted instruction to teach skills using relevant occupational materials for specific academic and career purposes. * Identify any industry-recognized credentials instruction provided. * Orientation, intake, and enrollment structure and roles and responsibilities of staff. * Instruction within a career context addresses learners' needs for content knowledge, educational and academic skills, knowledge of workplace behaviors, employability skills and career awareness simultaneously, saving learners the time and expense of completing extensive education in isolation from career preparation.   **Examples of what to include:**   * how your program provides instructional services that align to the CCRS, move students along a career pathway and prepare them for college and career success; * how instruction integrates educational skills and job training in a contextualized manner and how what is provided ensures students meet education and career goals; * how employers and other partners are involved in the design and delivery of services; * need for qualified instructional and technical staff; * how program accommodates students with special needs, provides sufficient intensity and duration as well as flexible hours to ensure access and learner gains. | | | |
| **Gap Analysis**  **Current Activities (to be sustained):** |  | | |
| **Planned New Activities:** |  | | |
| **Plan -** action steps to implement planned new activities | | **Timeline** -full implementation by xx/xx/xxxx | |
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| **Support Services** | | | |
| **Description**   * Support services improve persistence and student success as they progress through education and training programs and transition into employment.   **Examples of what to include:**   * Describe what support services are provided (include memoranda of understanding with related staff/agencies/volunteers capable of providing these services) -   + Employment services through career centers;   + Transportation;   + Childcare   + Financial Literacy;   + Family Literacy   + Community linkages (i.e., substance abuse counseling, mental health systemservices, housing);   + Career Services, mentoring, internships, job shadowing, career speaker series, apprenticeships, etc. | | | |
| **Gap Analysis**  **Current Activities**  **(to be sustained):** |  | | |
| **Planned New Activities:** |  | | |
| **Plan -** action stepsto implement planned new activities | | **Timeline** -full implementation by 7/01/2016 | |
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| **Professional Development (PD)** | | | |
| **Description**   * Identify needs assessment tool/method. * Identify professional development needs for all staff and a plan to address the needs.   **Examples of what to include:**   * List what professional development needs for staff can be identified. This should include academic as well as IET and IELCE program development. * Describe what specific PD the program will access throughout the year to address PD needs, i.e., how to provide contextualized instruction, integrating career awareness, embedding employability skills, aligning curriculum with the CCRS. * Providing opportunities for industry related training for updates, job shadowing, technical skills. | | | |
| **Gap Analysis**  **Current Activities**  **(to be sustained):** |  | | |
| **Planned New Activities:** |  | | |
| **Plan -** action stepsto implement planned new activities | | **Timeline** -full implementation by 7/01/2016 | |
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